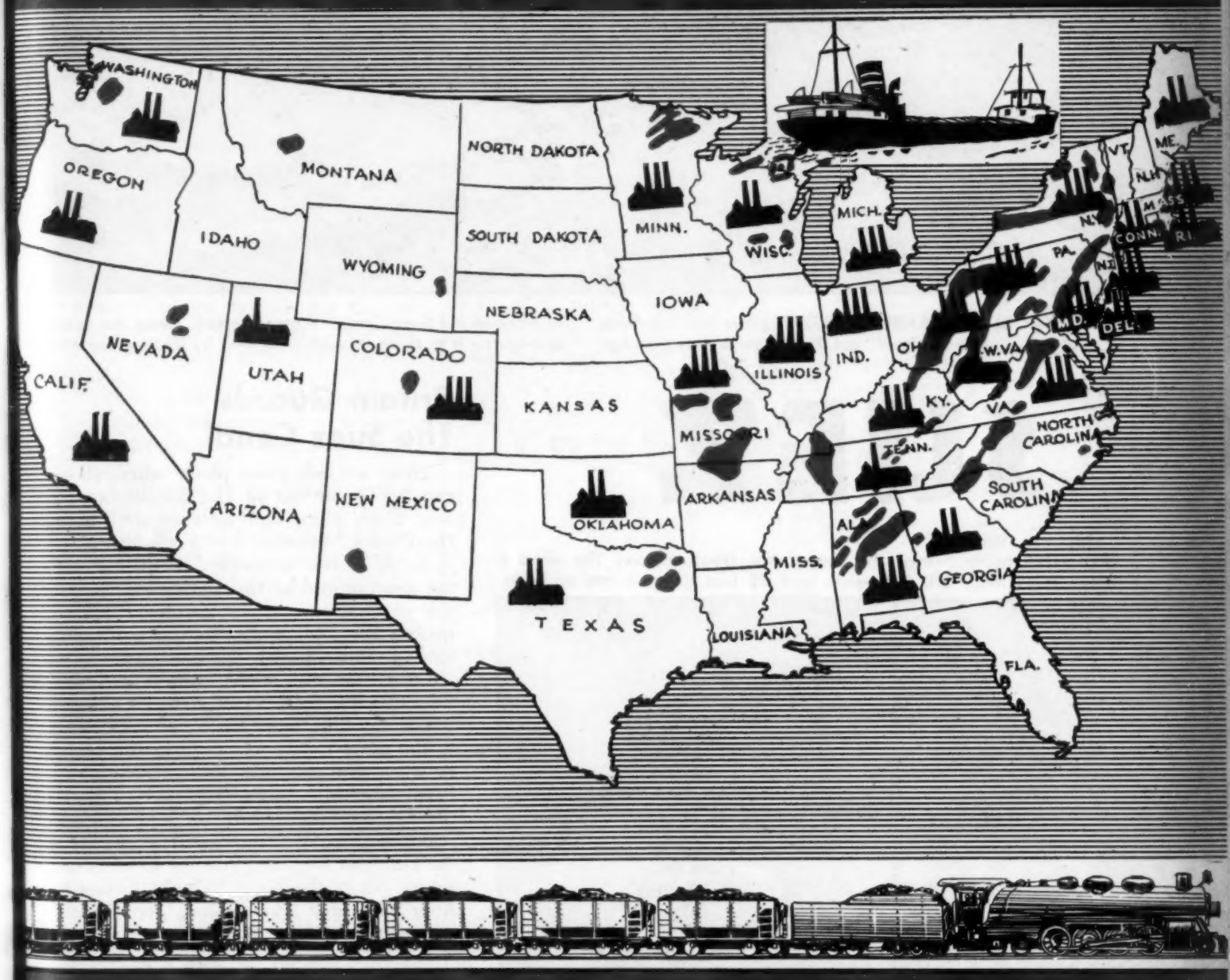
JUNIOR SCHOLASTIC



Junior Scholastic map by K. Tracy and L. Flagg based on maps of American Iron and Steel Institute

PIG IRON MILLS

PIG IRON AND STEEL MILLS

STEEL MILLS

IRON ORE DEPOSITS

STEEL

MAP ABOVE SHOWS IRON ORE DEPOSITS IN THE U. S. AND LOCATION OF MILLS. SEE KEY AT LEFT. ALSO SEE PAGES 8, 9.

VOL. 8 NO. 2

TEACHERS EDITION

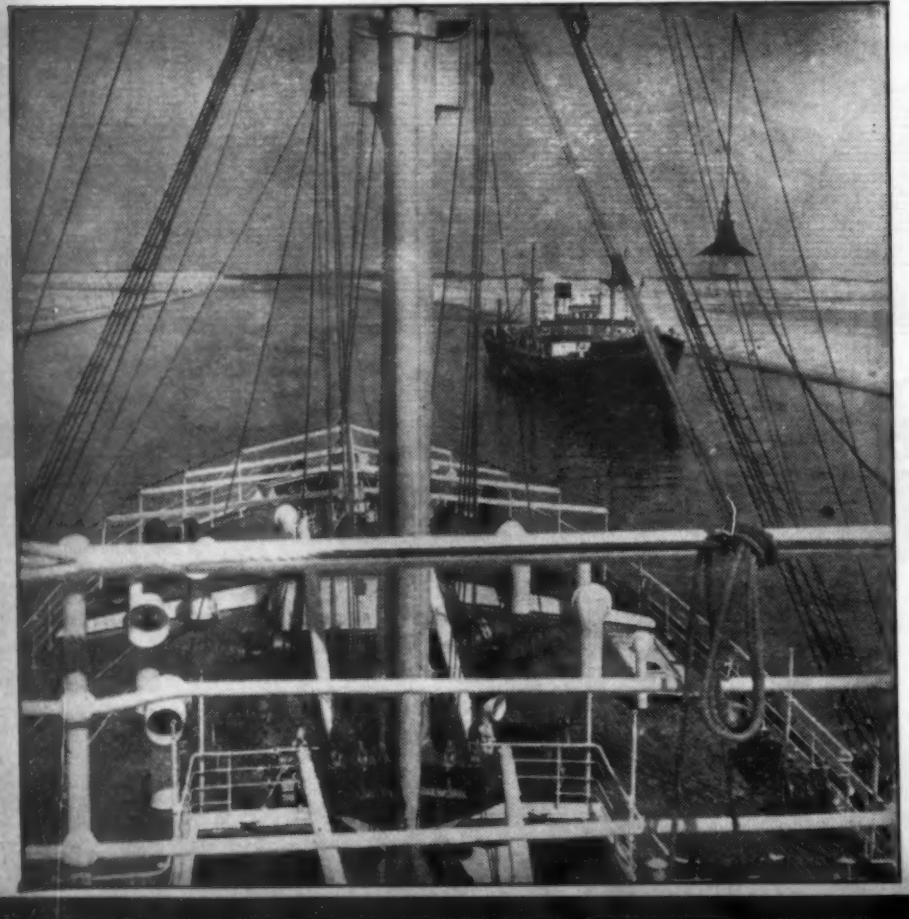
FEBRUARY 3-8, 194

European

SAND FROM THE ARABIAN DESERT blows into the Suez Canal and must be dredged out. Photo above shows dredge at work in the Suez Canal. Water pressure raises the sand and carries it to shore through pipe held by floating barrels.

SUEZ

FREIGHTER going through the Suez Canal. (Photo below). **The canal is** 104½ miles long, 210 feet wide, and 45 feet deep. It has no locks.



Britain Guards The Suez Canal

There are only three places where ships can get in or out of the Mediterranean Sea. Each place can be compared to a "bottleneck," because it is so narrow.

There is the Gibraltar "bottleneck" at the western end of the Mediterranean. In the eastern end, there are two "bottlenecks"; the Dardanelles in the northeast, and the Suez Canal in the southeast.

Unlike the two other "bottlenecks," the Suez Canal is the work of man, not nature.

The 104-mile Suez Canal, so important in the news today, was built in the years between 1859 and 1869. A French engineer, Ferdinand de Lesseps, organized a company to build the canal.

Businessmen of France and Turkey (then the Ottoman Empire), and the Khedive of Egypt, put up the money to build the canal. After the canal was finished, the British government bought the Khedive's share.

The Suez Canal is still owned by this international company, called the *Universelle du Canal Maritime de Suez*. The board of directors of the company is made up of 19 Frenchmen, 10 Englishmen, two Egyptians, and one Netherlander.

Today, as in the war of 1914-1918, Great Britain decides what ships may use the canal. By a treaty with Egypt, Britain is allowed to keep troops in Egypt for the protection of the canal.

In the present war, Italy has tried to seize the Suez Canal. So far, Italy's efforts have been in vain.

★ HEADLINE NEWS

WEEKLY REVIEW OF NATIONAL AND WORLD EVENTS

WAR REVIEW

African battlefields

During its first year, the war was fought in Europe. Then, as it entered the second year, it spread into Africa. Now there is fighting in two regions of Africa. One is northern Africa—Libya. The other is eastern Africa.

The Italians were the first to carry the war into Africa. Last September they began a drive from their colony, Libya, across Egypt toward the Suez Canal.

For a month the Italian drive was successful. Then it came to a halt. British troops turned the tide of battle. They drove the retreating Italians out of Egypt, and back into Libya.

Last week the British successes continued. After a siege of 10 days the Italians surrendered Tobruk, important seaport.

Next town in the British path is Derna, 95 miles to the west. British planes bombed Italian troops there. British motorized troops rushed across from Tobruk to attack the town.

ONCE CAPTURED BY U. S.

Derna is a garden spot. Unlike most of Libya's desert towns, it is surrounded by orchards and fertile fields.

The flag of the United States once flew over Derna. That was in 1805, when the young U. S. was at war with the Barbary pirates. Derna was one of their pirates' strongholds.

General William Eaton led American soldiers across the desert from Egypt. After a six weeks' march, the Americans arrived at Derna and captured the town.

When the British arrived at Derna last week, they found little difficulty in entering the town. Most of the Italian soldiers had fled to Benghazi, 105 miles to the west .

Meanwhile, there was much fighting in eastern Africa.

From the Anglo-Egyptian Sudan, British planes flew to bomb railways and air bases in Eritrea. Then British troops crossed the border at two places and advanced into Eritrea.

At the same time, British troops in Kenya were attacking in two directions. One British army crossed the border into Italian Somaliland.

Another British army crossed from Kenya into Ethiopia.

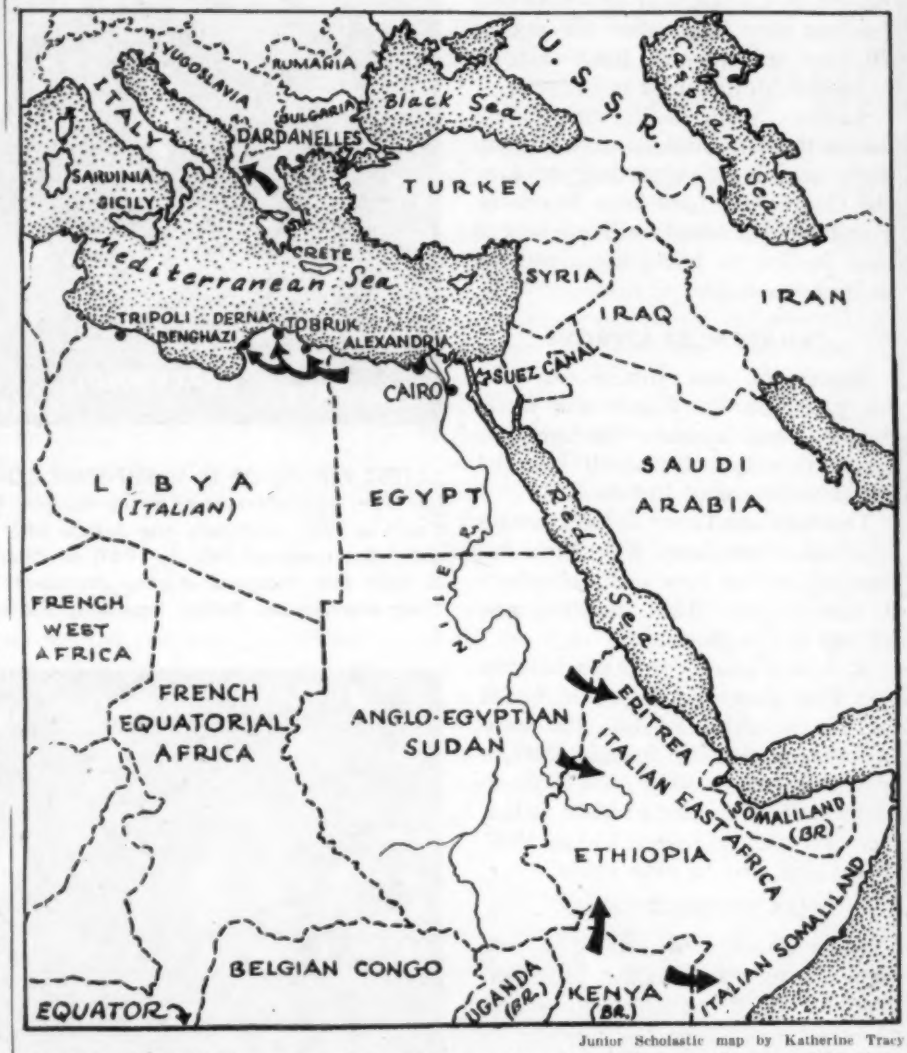
Ethiopia, a Christian nation since 330 A.D., was until 1935 independent. It was ruled by Haile Selassie★.

Then in 1935, Italy invaded Ethiopia, and made it a part of Italian East Africa. Haile Selassie fled to Britain.

Last week, Haile Selassie, aboard a British plane, flew back to his homeland. A group of Ethiopian chieftains were on hand to greet their King.

Haile Selassie alighted from the plane, and read a proclamation, calling upon his people to help the British drive the Italians out of Ethiopia.

★ See pronunciation, page 13



Junior Scholastic map by Katherine Tracy

BLACK ARROWS on map above show regions in northeast Africa and Balkan peninsula where Italian armies are retreating. In northern Africa, the British are driving the Italians westward across Libya. In Italian East Africa, the British are pushing back the Italians at four places. Drives started from Kenya and Sudan.

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McREYNOLDS LEAVES U. S. SUPREME COURT

On Feb. 1, Associate Justice James C. McReynolds retired from the United States Supreme Court.

Justice McReynolds had been a member of the Court for 26 years. He was appointed by President Woodrow Wilson.

Although retired, Justice McReynolds will continue to receive his salary of $20,000 a year. A law passed by Congress in 1937 says that Justices may retire after the age of 70, and still receive their salaries. Justice McReynolds is 79.

Justice McReynolds' retirement leaves the Supreme Court with only eight members. According to law, the Court must have nine members. President Roosevelt will appoint a new Justice, to bring the Court up to its proper size.

SENATE MUST APPROVE

Before the new Justice can take his place on the Court, the U. S. Senate must approve his appointment. President Roosevelt has not yet chosen a new Justice.

The Supreme Court did not always have nine members. The Constitution did not say how many members it should have. That question was left up to Congress.

At first, when George Washington was President, the Supreme Court had six members. In 1801, the number was changed to five. In 1807, it was changed to seven; in 1837, to nine; in 1863, to ten; in 1866, it was changed back to seven; and in 1869, it was changed to nine again.

HAS REMAINED NINE

The number of members has not been changed since 1869. President Franklin D. Roosevelt tried to get Congress to enlarge the number in 1937. But Congress refused.

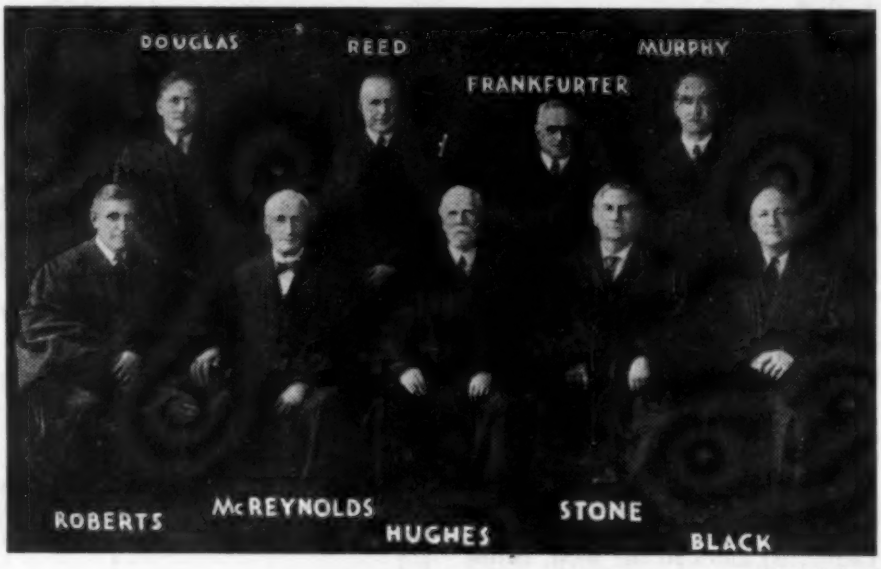
The head of the Supreme Court is called the Chief Justice. The other eight members are called Associate Justices.

Supreme Court members hold office for life, unless they retire.

Charles E. Hughes, the present Chief Justice, was appointed Associate Justice by President Taft in 1910. Justice Hughes resigned from the Court in 1916 to accept the Republican nomination for President. In 1930, President Hoover appointed Mr. Hughes to the Court as Chief Justice.

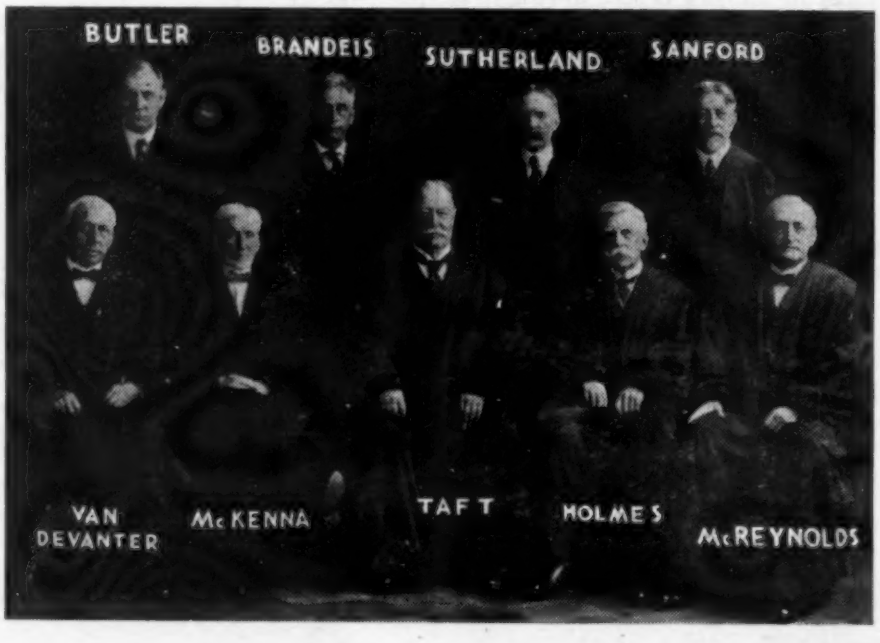
Associate Justice Harlan F. Stone was appointed by President Coolidge. Associate Justice Owen J. Roberts was appointed by President Hoover.

The other Associate Justices have all been appointed by President Franklin D. Roosevelt. They are: Hugo L. Black, Stanley F. Reed, Felix Frankfurter, William O. Douglas, and Frank Murphy.



Harris & Ewing

LATEST PHOTO OF U. S. SUPREME COURT (above) was taken last May (1940), just after appointment of Frank Murphy to the Court. PHOTO BELOW shows the Court in 1923, with only one Justice who served until 1941. He is Justice McReynolds, who resigned Feb. 1, 1941. Another interesting point about the 1923 photo is that five resigned during President Franklin D. Roosevelt's administration. They are Justices Butler, Brandeis, Sutherland, Van Devanter, and McReynolds.



BATTLESHIP BRINGS BRITISH AMBASSADOR

The new British Ambassador to the United States is Lord Halifax. He formerly held the post of Foreign Secretary in the British Cabinet.

As Ambassador, Lord Halifax takes the place of Lord Lothian, who died on Dec. 12.

Last week Lord Halifax came to the United States, to begin his new duties.

Plans for Lord Halifax's voyage across the Atlantic were kept secret, so that the Germans might not learn them.

To carry the new Ambassador and his wife, British officials chose the new battleship *King George V*. The 35,000-ton ship is named for the father of King George VI, the present British King.

Camouflaged with gray and black paint, the *King George V* slipped quietly from a seaport in northern Britain, and headed across the Atlantic. Nine days later it arrived in Chesapeake Bay, and anchored off Annapolis.

Then something took place which had never happened before in United States history. The President of the United States sailed out to meet the new Ambassador. Always before, the Ambassador had first called on the President at the White House in Washington.

MET BY PRESIDENT

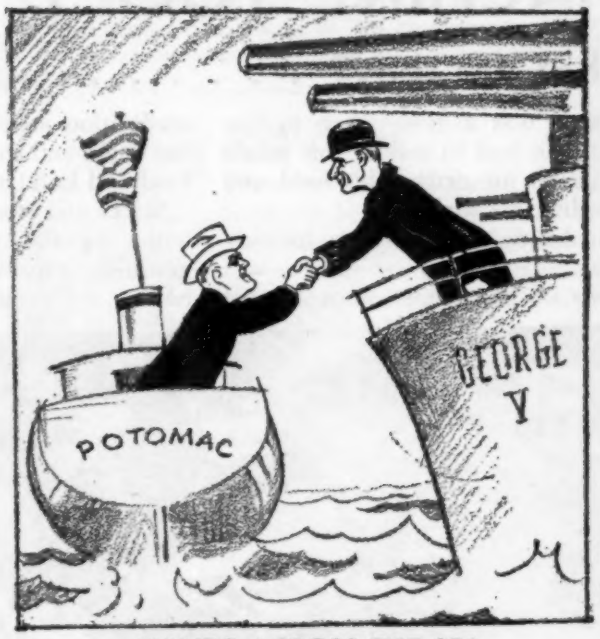
President Roosevelt sailed across the bay in the *Potomac*, the yacht which the government keeps for the President's use. The *Potomac* circled the *King George V*, then pulled alongside. President Roosevelt remained aboard the *Potomac*.

Promptly, Lord and Lady Halifax came down the hanging stairway on the port side of the battleship and stepped aboard the *Potomac*.

The *Potomac* put about and headed for Annapolis. Dinner was served aboard the yacht.

After dinner, President Roosevelt and Lord and Lady Halifax came ashore. They posed for photographers, and Lord Halifax talked to newspapermen. He asked that American aid to Britain be given quickly. With quick American aid, he said, Britain will defeat Germany.

CARTOON OF THE WEEK



HANDS ACROSS THE SEA

Then the President and the Ambassador's party drove to Washington by automobile.

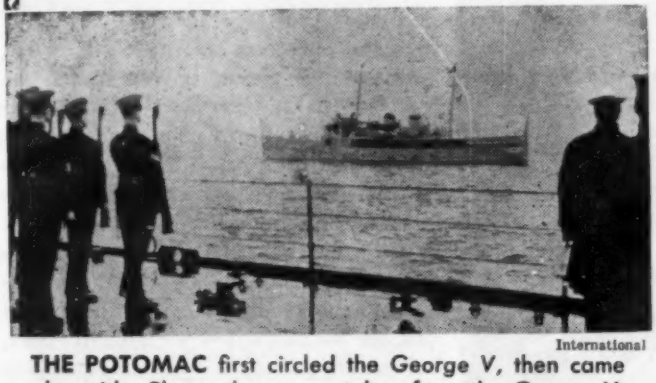
The *King George V* remained at anchor off Annapolis for two days, taking on fuel oil and general supplies. Then she put out to sea, her destination unannounced.

It was the first time since the war that a warship of one of the belligerent★ nations came into United States waters.

Meanwhile, the U .S. had no Ambassador to Britain. Joseph P. Kennedy resigned last November. The President had not yet appointed a new Ambassador.

Washington newspapermen said that John G. Winant would be the next Ambassador. But the President made no statement about it.

Mr. Winant, a Republican, was formerly Governor of New Hampshire. In 1935 he became chairman of the Social Security Board. He resigned in 1936, and since then has been director of the International Labor Office at Geneva, Switzerland.



International

THE POTOMAC first circled the George V, then came alongside. Photo above was taken from the George V.

International

THE GEORGE V making her way up Chesapeake Bay to Annapolis. She took nine days to cross Atlantic.

★ See Vocabulary Drill on Page 13

MACHINE TOOLS

What are they? . . . . . .

There was a time when prehistoric man had to rely on his hands and teeth for getting his food and providing his shelter.

His hands and teeth were his only tools.

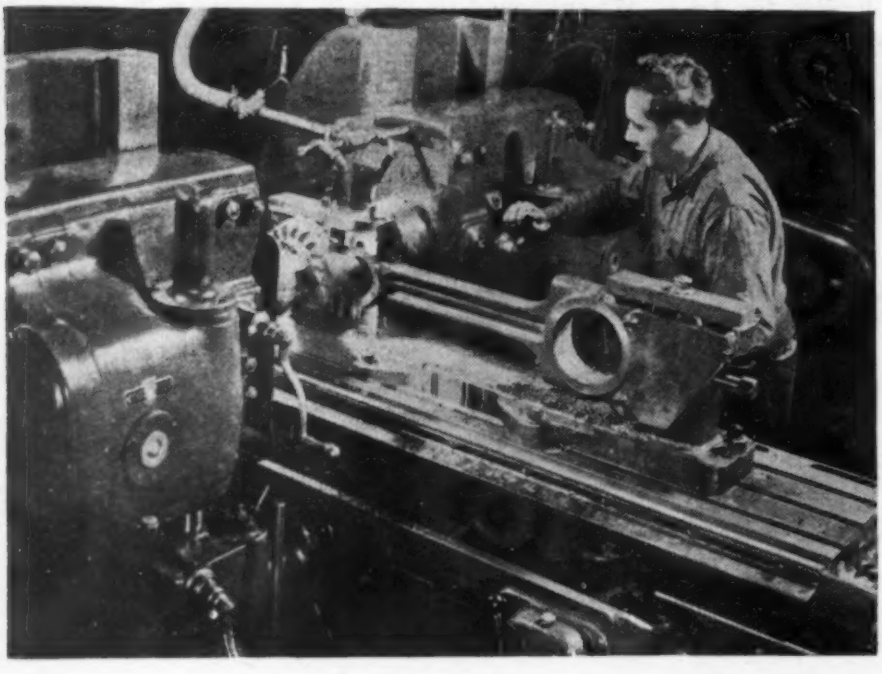
One of man's first steps toward civilization came when he learned to use sticks and stones to help him get food and build shelter.

Sticks and stones were man's first tools. As the years passed, man gradually improved his tools. Today he has simple tools – like hammers and shovels. And he has very complicated tools that are whole machines operated by electricity.

Now the most complicated of all machines are the *machines that make machines.* These machines are called *machine tools.* Some of them are about the size of a pony. Some are as big as a horse; some as big as an elephant. And a few are so big that you couldn't get them into a two-story house.

Photos from Machine Tool Builders Association

SKILLED WORKMEN, called machine tool operators, or master machinists, operate the "machines that make machines." PHOTO ABOVE shows machine operating turret lathe to cut a steel drum to be used in building a dynamo. PHOTO BELOW shows a milling machine finishing both sides of a connecting rod for a diesel engine.



MACHINE TOOLS CUT METAL

Most machines in use today are made of metal. Machine tools cut and grind pieces of metal so that the pieces can be fitted together to make a machine.

To cut metal, you have to use a harder metal. The cutting and grinding edges of machine tools must be made of the hardest materials, such as diamond, tungsten-carbide, emery.

Look at the motor of an automobile. Or, if your school has a machine shop, look at the power saws, lathes, and drills.

Every part of the automobile motor, every part of the power saws, lathes and drills, is made by a machine tool.

There are five main kinds of machine tools. They are divided according to the kind of work they do–

1. **Turning** machines turn the piece of metal and cut away parts of it while it is turning. An example is the lathe.
2. **Planing** machines move the metal backward and forward under a plane, which shears off strips of it.
3. **Milling** machines have a circular cutter with many teeth, something like a buzz-saw. The metal is fed into this cutter, which saws away parts of it.
4. **Boring** machines drill holes in the metal. An example is the drill press.
5. **Grinding** machines have a wheel of some rough material such as emery.

Machine tools are of the greatest importance to our national defense program. They are used to manufacture the machines of modern war.

To keep step with the needs of national defense, factories making machine tools have doubled their work in the last year. In 1939, they manufactured $200,000,000 worth of machine tools. In 1940, they manufactured $400,000,000 worth. In 1941, they expect to manufacture $650,000,000 worth.

International

Sound detector crews hear planes' motors when they are miles away.

U. S Army Hears And Sees "Enemy"

The U. S. Army staged a practice defense of the northeastern seaboard last week.

Army bombers, simulating ★ enemy raiders, "attacked" defense centers (arsenals, railway terminals, shipyards, manufacturing plants).

Sound detector crews heard the sound of the planes' motors when the "invaders" were still miles away.

Sound detector crews notified crews of giant searchlights, and anti-aircraft gun crews. The searchlights blazed paths of light into the night sky. The gun crews took aim, but held their fire.

The practice defense lasted four days. Ten thousand civilian "spotters" took part. When a spotter saw a plane, he picked up the telephone and said, "Army flash!" The operator at once connected him with an Army information center. Then the spotter described the plane and told the Army which way it was flying.

Photo below shows giant searchlight "piercing the night" from a cemetery in Brooklyn, New York.

NEWS QUIZ

Test yourself! If you give the right answers, you will have a total score of 100. How close can you come? Answers appear in the Teachers Edition.

1 SUEZ CANAL

Photo at left shows statue at Port Said, at Mediterranean end of the Suez Canal, erected to honor the memory of the Frenchman who organized the company that built the canal.

What is this Frenchman's name? _____

When was canal built? _____

How long is the canal? _____

Who owns the canal? _____

What country has the real control over it? _____

Score 2 points for each correct answer. Total, 10. My score ___

2 SUPREME COURT

An Associate Justice of the U. S. Supreme Court has just resigned. What is his name? _____

How many years has he served on the Court? _____

Who is the Chief Justice of the Court? _____

Who appointed him Chief Justice? _____

Who appointed him Associate Justice? _____

Score 2 points for each correct answer. Total 10. My score ___

3 BRITISH AMBASSADOR

Who is the new British Ambassador to the U. S.? _____

What means of transportation did he use? _____

Who met him out in Chesapeake Bay? _____

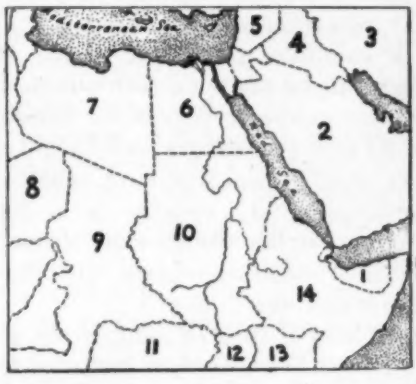
On what ship did the meeting take place? _____

Near what city in Maryland did it all happen? _____

Score 2 points for each correct answer. Total 10. My score ___

4 MAP QUIZ

Outline map at right shows region of Asia and Africa, with numbers 1 to 14 to indicate various colonies and nations. Opposite each of the following numbers write the places. Score 5 points each. Total 70.



1 _____ 7 _____

2 _____ 8 _____

3 _____ 9 _____

4 _____ 10 _____

5 _____ 11 _____

6 _____ 12 _____

13 _____ 14 _____

My score ___

My total score ___

★ See Vocabulary Drill on Page 13

Photo by Charles Phelps Cushing

THE steel industry is the largest manufacturing industry in the United States. More than half a million men are now employed in 400 mills where the iron ore is made into pig iron, steel ingots*, sheets of rolled steel, bars of steel, rails for railroads, and girders for bridges, dams, and buildings.

A great amount of the steel made in the steel mills is sent to other mills and factories to be finished and made into thousands of things.

For example, sheet (or plate) steel is sent to factories to be stamped into automobile bodies, refrigerator cabinets, panels for buildings, bodies of railroad cars (passenger and freight), ships, smokestacks, storage tanks, roofing, window frames, lockers, etc.

Among smaller things made from sheet steel are tin cans, hairpins, watch springs, razor blades, kitchenware, etc.

Solid bars of steel of many sizes, shapes, and tensile strength*, are sent to factories to be made into parts for machinery, automobiles, locomotives, generators, hardware, nuts and bolts, tools and instruments.

Steel wires of all thicknesses are made by taking a heated bar of steel and forcing it through a series of dies. These dies squeeze the soft steel into smaller and smaller strips.

Steel is our No. 1 defense material. Start making a list of the uses of steel by armies, navies, and airforces. You will see how greatly they depend on steel. A battleship is a floating fortress of steel. Guns, shells, tanks and trucks are made of steel.

In times of peace or war, steel is the world's most important metal. It is No. 1 because it can be made strong, hard and tough. You can understand how strong the steel of a gun must be. It has to be much stronger than the steel used for bridge girders. But they, too, must be strong – much stronger, for example, than the steel used for automobiles bodies.

Steel mills make the steel as hard and as strong as it is needed, for whatever purpose it is to be used.

Steel is made from iron, and iron is made by cooking iron ore, coke and limestone together.

To make steel harder and stronger, other minerals are mixed in. This makes alloy steel. Here are some of the other minerals mixed in to make steel stronger and harder: carbon, tungsten, manganese, chro-

STEEL ~ NUMBER ONE DEFENSE MATERIAL

* See Vocabulary Drill on Page 13

ISSUE OF Feb. 3-8 1941

TEACHERS COMPANION TO JUNIOR SCHOLASTIC

CLASSROOM AND MAGAZINE WORKING TOGETHER

ARTICLES PLACE ACCENT ON WORKMANSHIP, SKILL

THE Theme Article, "Steel," (pages 8 and 9) offers a wide field for further study. Depending on your time and schedule, this subject can be a one-hour, a one-day, a one-week, a one-month, or a one-semester project.

Junior Scholastic's article makes no pretense at exhaustive study of the subject. But it does serve as a timely stimulant for young pupils preparing themselves for an elementary understanding of "Defense Material No. 1."

We suggest stressing the point that in "war or peace," steel is the "ribs of modern industry."

This might well be the slogan for the week—"the ribs of modern industry." You might have pupils make two lists—one listing the conspicuous uses of steel in constructive peace-time building; and the uses in these days of critical defense activity.

The Theme Article appears on pages 8 and 9. There is a closely related subject on page 6—"Machine Tools." Here is an opportunity to impress upon the pupils the fine skill and thorough workmanship required of the operators, or master mechanics, who operate these complicated machines. In some of these machines, a clearance of 1/100,000th of an inch must be obtained so that working parts will function at the best efficiency. There is one machine tool, which makes gauge blocks for measuring the accuracy of other machines, that requires a clearance of 5/100,000,000ths of an inch. One 10,000th of an inch is about one-thirtieth the diameter of a human hair.

Regarding this machine tool, it is said: "The thickness of a new-minted dime placed on the sidewalk in front of the Woolworth Building is one-half the height of the building as a 1/100,000th part of inch is to an inch."

Let your more mathematically inclined pupils cogitate over this.

Let it be sufficient to emphasize for the majority that in our modern industry, where giant machines operate—and in our modern war-machine, where 45,000-ton battleships are a-building—that there is quality and accuracy, just as there is quantity and size. Today there cannot be the big thing without the very small, fine thing.

So much for inspiration. Let us be on with the questions.

Again we are organizing the issue of Junior Scholastic so that you may use the group method if you desire. Here are the groups:

I. STEEL
II. MACHINE TOOLS
III. MAP STUDY
IV. CIVICS IN THE NEWS (SUPREME COURT)
V. RENNI, THE RESCUER (STORY)
VI. NEW MOVIES

Each pupil chooses the group with which he wants to work. Write the names of the pupils under the groups. After a group has its quota of eight members (or whatever number you set), pupils must choose other groups.

The group method works best where there is a large classroom, affording room where the various groups can go into their huddle. A great advantage is held where there are movable desks.

Each group should have a pupil chairman, who may determine whether members should have freedom to go to the school library to look up material that is not available in the classroom library.

GROUP I—THEME ARTICLE (STEEL)—PAGES 8, 9

1. Why is steel called "defense material No. 1"?
2. What are some of the peace-time uses of steel? What are some of its uses in the war machine?
3. Trace the steps in the production of steel, from iron ore to the finished product.
4. How are steel wires made?
5. What is the difference between the open hearth process and the Bessemer process?
6. What is coke? What are other ingredients of iron? What are some of the other metals used to make steel tough and hard?
7. What state leads the U. S. in production of iron ore? What state is second? Third? Name other states producing iron ore.
8. Name five steel-making cities of the United States.
9. What countries of Latin America produce iron ore? Why hasn't Latin America used its vast quantities of iron ore?
10. Which Latin American country, according to some geologists, has the largest iron ore deposits in the world?

GROUP II—MACHINE TOOLS—PAGE 6

1. Compare man's tools today with those of prehistoric man.
2. In one sentence, define a machine tool.
3. Name five kinds of machine tools. What does each do?
4. Why are machine tools important in our defense program?
5. How is the defense program affecting the production of machine tools?

GROUP III—MAP STUDY—PAGE 3

1. Where are British and Italians fighting in Africa?
2. When the Italians started their invasion of Egypt, what was their objective in Egypt?
3. What success have the Italians had? The British? Give the name of some cities and towns in Libya that have figured in this North African war.
4. How long has Ethiopia been a part of Italian East Africa? Who was King of Ethiopia before the Italians conquered the country? Where is he now?
5. Why is Derna of particular interest to the people of the United States?

GROUP IV—CIVICS IN THE NEWS—PAGE 4

1. What Supreme Court Justice resigned on Feb. 1? How long has he been a member of the Court? Who appointed him?
2. How many members does the Supreme Court have? Who appoints them? For how long?
3. How many members of the present Supreme Court were appointed by President Franklin D. Roosevelt?
4. How many Presidents appointed Charles Evans Hughes to the Court? Who were these Presidents? Why did Mr. Hughes resign from the Court in 1916?
5. Who is the present Chief Justice of the Court? Name the other members? What is their official title? How many of them were appointed by President Franklin D. Roosevelt? Name them.

GROUP V—RENNI, THE RESCUER—PAGES 10, 11

1. Who is the hero of this story? What is his job?
2. How do George, Hector, and Fox come into the story? Tell how Fox was led away against his desire?
3. What was the man with the knife doing? Who was killed by that knife? Then what was the knife used for?
4. How did Renni show his grief?

[Turn page]

GROUP VI—NEW MOVIES—PAGE 12

1. What is the name of the novel from which this movie is adapted? Who is the author? Where was he born? Why isn't he living in his native land?
2. Who is Joseph Steiner? Why was he put into a concentration camp? What kept him from going to America?
3. What is a passport? Why is it important to have one while in a foreign country?
4. What happens to refugees without passports?
5. What did Steiner do to make it possible for him to see his wife before she died? Then what happened to him?

IMPROVE THEIR READING

By Saul B. Sells, Ph.D.

Causes of Reading Difficulty

Research studies have provided us with much important information about the process of learning to read. It is known that reading is a complex skill; that it must be learned; that between twelve and twenty per cent of elementary school children encounter difficulty in learning the basic skills; while more than eighty per cent never become really proficient readers.

Errors in reading can be produced by a wide range of causes. While much failure may be avoided by better teaching, the teacher who understands the many causes of reading difficulty is in a position to approach the problem positively.

The following factors or groups of factors account for most errors classified as reading difficulty:

Starting too early. The tendency to follow a rigid curriculum for each grade, without providing adequately for adjusting the program to individual differences and individual needs, often accounts for the neglect of the "slower" pupils. Reading instruction starts in the first grade. Many first grade pupils have been found to be too immature to begin reading. If a child is not "ready" to read; that is, if his understanding of spoken language and his ability to handle written language symbols have not matured to a level where he can begin reading with confidence and reasonable facility, his progress will probably be beset with many difficulties. The establishment of a firm foundation of basic habits is crucial.

Impaired vision. Methods of testing vision in school are usually crude. Visual acuity is tested at a distance of twenty feet, under variable or uncertain illumination. Reading requires near vision, which involves accommodation, convergence, muscle balance, and normal acuity.

Many children who complain of headaches, fatigue or blurring of vision when reading are found, upon examination, to have visual difficulties. Many children who refuse to read or who report indifference or a dislike for reading are myopic, hyperopic, astigmatic or have other visual complaints which require the attention of an ophthalmologist.

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Emotional disturbance. Trouble in the home, financial, marital, or as a result of illness, often interferes with the adjustment of a pupil in school. Maladjustment in relation to associates in play groups or in school is another factor which contributes to heightened emotions. Such factors interfere with proper functioning. They may be specific to reading or they may cause general failure. They usually strike in the weakest point; and contribute to reading disability in many cases. Treatment of such cases must begin at the source, rather than with mechanical exercises.

Retarded language development. Most children who cannot read can understand spoken language. Thus, they may understand a passage if it is read to them even if they are unable to read it themselves. Ability to comprehend increases with age, as a function of mental age. Children of normal intelligence increase in mental age level from birth to maturity at a constant rate of one year of mental age for every year of life.

Children with superior intelligence develop mentally at an accelerated rate. Their mental age is usually higher than their chronological age; and this difference increases as they grow older.

Children of low intelligence, on the other hand, develop at a retarded pace. Their mental age lags behind chronological age; and falls further and further behind.

Retarded mental development is characterized by impoverished language capacity, slow learning rate, and inability to manipulate abstract concepts. The environment of a person of retarded intellectual growth is restricted by the fact that he is unable to include within his conceptual experience many relationships, appreciations, and understandings which are understood by those more highly endowed. This process is similar to the case of the myope, who looks out upon a narrow range of the visual field in his immediate view; the remainder being shrouded in a blurred haze.

Children with retarded mental development – that is, all children with IQs below 95 – can learn to read simple material, provided that the demands upon comprehension made by the material do not unduly tax their abilities. Children with IQ's below 70 have great difficulty learning to read more than very simple paragraphs.

Specific reading disabilities. When we strip the process of reading of external factors affecting the development of reading skill, we find that there are still many pupils who are normal in intellectual development, in visual characteristics, who have no discoverable sources of emotional disturbance, who apparently started to read after reaching a mental age of six, but who nevertheless encounter specific difficulties in reading. The diagnosis of such cases is a technical matter and their treatment is provided by special remedial instruction.

ANSWERS: NEWS QUIZ, PAGE 7

1. Ferdinand de Lesseps; 1859-1869; 104 1-2 miles; An international company (Universelle du Canal Maritime de Suez); Britain.
2. McReynolds; 26; Hughes; Hoover; Taft.
3. Lord Halifax; Battleship; President Roosevelt; Potomac; Annapolis.
4. (1) Somaliland. (2) Saudi Arabia. (3) Iran. (4) Iraq. (5) Syria. (6) Egypt. (7) Libya. (8) French West Africa. (9) French Equatorial Africa. (10) Sudan. (11) Belgian Congo. (12) Uganda. (13) Kenya. (14) Italian East Africa.

ANSWERS: IMPROVE YOUR READING, PAGE 13

1. King George V — p. 5
2. *Go West* — p. 12
   See also *Movies, New*
3. Flotsam — p. 12
   See also *So Ends Our Night*
4. Hughes, Charles Evans — p. 4
   See also *U. S. Supreme Court*
5. open hearth — p. 9
   See also *Bessemer and electric fuurnace*
6. pig iron — p. 9
   see also *steel*
7. cobalt — p. 9
   See *Steel Alloys*
8. Hector — p. 10
   See *Renni the Rescuer*
9. Haile Selassie — p. 3
   See also *Ethiopia*
10. milling machines — p. 6
    See also *machine tools*
11. Bobbs Merrill — p. 10
    See *Renni the Rescuer*
12. Steel — p. 8

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NOTES AND ASSIGNMENTS

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In the Bessemer process, steel is made in Bessemer converters. These are huge pear-shaped vessels capable of holding as much as 25 tons of molten pig iron. The pig iron is refined into steel by blowing great quantities of air through it. The oxygen in the air serves as a fuel and burns out the impurities.

In the electric furnace process, the mixture of molten pig iron and other metals is heated by electricity.

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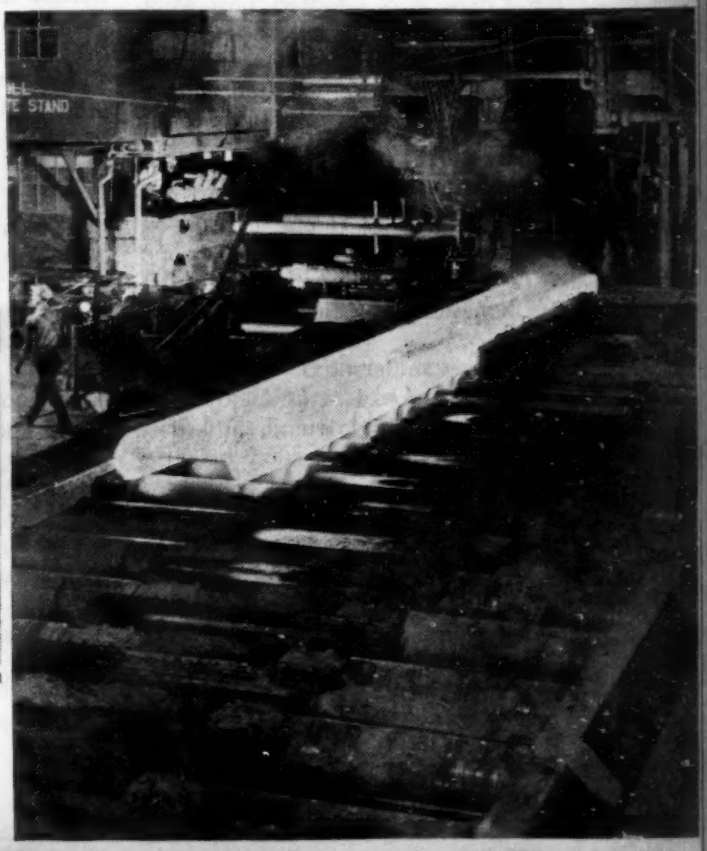

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TEACHERS

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GROUP VI—NEW MOVIES—PAGE 12

1. What is the name of the novel from which this movie is adapted? Who is the author? Where was he born? Why isn't he living in his native land?
2. Who is Joseph Steiner? Why was he put into a concentration camp? What kept him from going to America?
3. What is a passport? Why is it important to have one while in a foreign country?
4. What happens to refugees without passports?
5. What did Steiner do to make it possible for him to see his wife before she died? Then what happened to him?

IMPROVE THEIR READING

By Saul B. Sells, Ph.D.

Causes of Reading Difficulty

Research studies have provided us with much important information about the process of learning to read. It is known that reading is a complex skill; that it must be learned; that between twelve and twenty per cent of elementary school children encounter difficulty in learning the basic skills; while more than eighty per cent never become really proficient readers.

Errors in reading can be produced by a wide range of causes. While much failure may be avoided by better teaching, the teacher who understands the many causes of reading difficulty is in a position to approach the problem positively.

The following factors or groups of factors account for most errors classified as reading difficulty:

Starting too early. The tendency to follow a rigid curriculum for each grade, without providing adequately for adjusting the program to individual differences and individual needs, often accounts for the neglect of the "slower" pupils. Reading instruction starts in the first grade. Many first grade pupils have been found to be too immature to begin reading. If a child is not "ready" to read; that is, if his understanding of spoken language and his ability to handle written language symbols have not matured to a level where he can begin reading with confidence and reasonable facility, his progress will probably be beset with many difficulties. The establishment of a firm foundation of basic habits is crucial.

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Many children who complain of headaches, fatigue or blurring of vision when reading are found, upon examination, to have visual difficulties. Many children who refuse to read or who report indifference or a dislike for reading are myopic, hyperopic, astigmatic or have other visual complaints which require the attention of an ophthalmologist.

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NOTES AND ASSIGNMENTS

PHOTO ON OPPOSITE PAGE: Steel workers in mill at Birmingham, Alabama, pouring molten steel from the big ladle.

mium, vanadium, nickel, cobalt, and moybdenum.

Iron ore is dug in every continent and on many islands. But the United States produces more of it than any other country. One-fourth or more of the world's iron comes from our mines. It is mined in twenty states. Minnesota leads in production, far ahead of the others. Michigan is second, Alabama third. (See map on front cover.)

When the iron ore has been dug out of the earth, it is shipped to the mill and mixed with coke and limestone. (Coke is soft coal which has been baked in huge ovens.) These three ingredients are melted together in blast furnaces. The impurities in the ore mix with the limestone to form slag★. This floats on top of the liquid iron and can be scraped off. The iron which is left is called pig iron.

It got that name in the old days, when the iron was run off to cool in shallow trenches dug in sand. Smaller trenches ran from both sides of the main trench. Someone thought it looked like a litter of little pigs with their mother. So it's called "pig iron."

IRON INTO STEEL

Most pig iron nowadays goes directly to the mill to be made into steel while the iron is still in liquid form.

In the steel mill the pig iron is mixed with small amounts of other metals and with scrap steel.

There are three different ways of turning this mixture into steel. These three ways, or processes, are: (1) the open hearth process; (2) the Bessemer process; (3) the electric furnace process.

Open hearth furnaces make about 90% of all steel produced. These are rectangular, brick and steel furnaces which hold 150 tons of steel.

Molten pig iron and about an equal quantity of scrap steel are put into these furnaces, which are heated to 3000° fahrenheit by gas, coal, oil or tar.

Limestone is added to remove impurities.

After about eight or ten hours of "cooking" in the furnace, the steel is ready.

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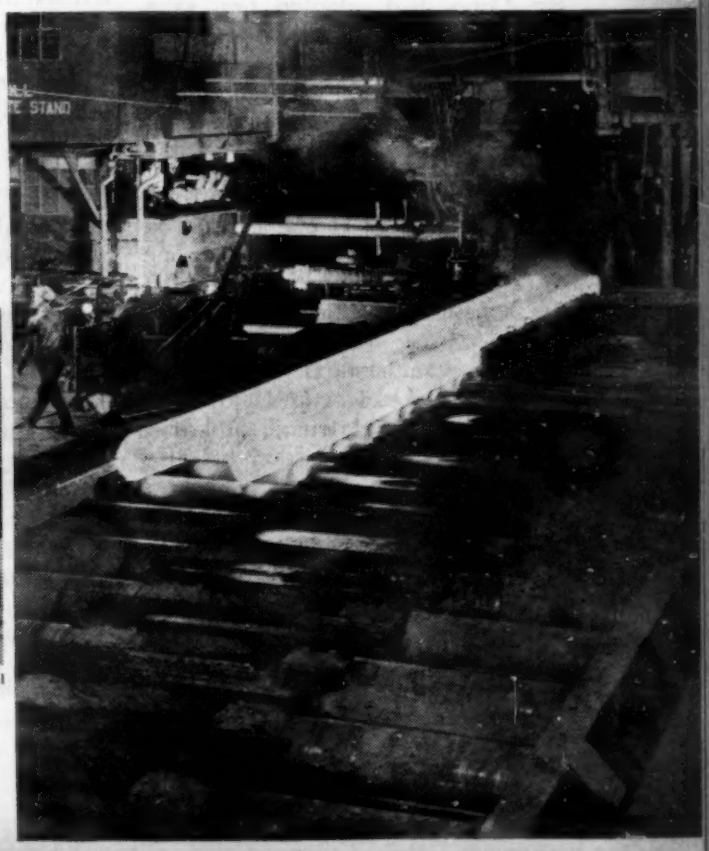
This loan is another good example of Pan American co-operation.

PRESIDENT ROOSEVELT inspecting railway coast-defense gun at the Army's ordnance★ proving ground, Aberdeen, Maryland.



International

STEEL GIRDER, white hot from the furnace, being rolled out on roller tables on its way to the cooling bed. Photo taken at the Carnegie-Illinois Steel Company, Homestead, Pa.

★ See Vocabulary Drill on Page 13

RENNI THE RESCUER

A Dog of the Battlefield

by Felix Salten

Editor's Note: There are many dogs like Renni to be found in war service today. These dogs wear a Red Cross band on their backs, and it is their job to find wounded soldiers so that Red Cross ambulances and stretcher bearers can take the wounded to field hospitals.

First in Renni's affections came George, his trainer and master, a corporal in the Red Cross Medical Corps. But Renni had two other friends, both dogs. One was Hector, a shepherd dog like himself, who also did rescue work for the Medical Corps. The other was Fox, a wire-haired fox terrier. George had found Fox in a ruined, shell-torn town, and the Corps had adopted him as a mascot.

This story is from the book *Renni, the Rescuer*, by Felix Salten, and is used here by permission of the publishers, Bobbs-Merrill.

RENNI and Hector carried on a lot of conversation, canine fashion. Of course they didn't use human words, but their way of talking worked perfectly for them.

"Do you understand what's going on?" Renni asked Hector. He thought of him as an old friend, and had great respect for his wisdom because he was so much older.

"Nobody can understand war," Hector answered. "I've never seen anything like it."

"We're a long way from home," another dog said. "Far from everything we know. How can we take it?"

Hector said, sad and worried, "At first, only a few of the soldiers we found would be bleeding, but now everyone we find is that way. And most of them are dead and we can't help them at all. I never saw any dead before this. It's a terrible thing to see the dead."

"The scent and sight of the dead fill me with horror and fear," Renni sighed. "I can never get used to it. Why in the world do men do such things?"

"I believe they've all gone crazy," was Hector's opinion.

"Impossible," said Renni. "How could they all go crazy at once?"

"Perhaps it's contagious."

"Nothing of the sort. They're simply fighting one another. Don't they have food, homes? Why should they fight?"

"What about us?" Hector asked. "Each of us has food, a home, pretty much everything he wants, and yet we've all been in plenty of fights, haven't we?"

"Yes," Renni admitted, "but that's different. We dogs fight only when we're insulted or challenged, or when we're attacked."

"There must have been a lot of terrible insults and challenges going around to call for huge fights like these," said Hector.

Fox sat on his haunches in their midst, listening tensely, the richer for their remarkable experiences.

NEXT evening, when the Sanitary Corps halted for a new disposition of their forces, they had reached the ruins of a village which had been stormed, lost, and recaptured. The Corps was to be stationed here. The dog handlers and their tired dogs enjoyed the peace of this hour under the open sky. The handlers sat apart from each other, without speaking. Fox lay full length beside Renni on the earth at George's feet.

A captain called to George, "Corporal, would you sell me your fox terrier?"

George saluted. "Just take him, Captain. I couldn't think of asking you anything for him."

Fox was tied by a string. He refused to go with the captain, but the officer pulled him along, saying: "He'll soon grow used to me and get to like me. It's very nice of you to let me have him. I've wanted a dog for a long time."

Fox stood as firm as he could, plowing along on all four legs as the captain pulled, Renni sent one short bark after him. Fox growled and whined.

The officer went off and disappeared with Fox still struggling and holding back. Renni sat before his master and looked at him. He did not understand what had happened and George thought that his look was reproachful. He seemed to be asking in his mute way, "How could you do a thing like that?"

George was embarrassed, almost ashamed. He took Renni's muzzle in his hand. "Renni, you know I couldn't refuse a captain," he excused himself. "I'm sorry about Fox, myself."

AND then, suddenly, in a few days, Fox was back with them again. He had slipped up very quietly, like a criminal coming home with a guilty conscience. No sooner had Renni caught sight of him than he leaped to meet him. But Fox acted as though he were snapping at Renni's ear, while really he was whispering, "Be quiet! I'm afraid He'll send me away again."

"Oh, no," Renni answered. "He didn't want to give you up."

"Do you really think so?"

"I know it."

At that moment George ran his hand gently over Fox's head. "I'm so glad you're back with us!"

Fox went into a spasm of joy. He leaped up on George, on Renni. Like a whirlwind, he rushed around. His yelps, barks, and howls sounded now like cries of joy, now like sobs of grief, but they all amounted to this: "I won't stay any longer with that man who dragged me off. I'll never stay with him! If he carries me away again, I'll just run away. How could anybody do a thing like that? Just as if I had no feelings! I was so hurt . . . and I was so homesick . . .

for you, Renni . . . and for Him . . ."

Panting, Fox threw himself down on the floor beside Renni. His tongue was hanging far out. When Renni lay down beside him and asked, "How did you ever manage to get loose?" Fox cut one eye around toward his string. It had been chewed in two and hung from his neck.

Man cannot read his fate. How then shall a little dog know where his safety lies?

IN the days that followed the number of hurt and injured soldiers was appalling. Then, as always, Renni did the best work. He seemed to be working by plan, with a definite purpose. He did not bother with Fox, who ran along by his side, or galloped ahead in busy idleness. George called Fox Renni's no-account stooge.

It was growing late one day when the work at the dressing station ended and the last of the ambulances was about to roll off to the field hospital. George, with Fox and Renni beside him, watched the ray of a far-off searchlight stab the heavens. He might have ridden to the hospital in one of the ambulances like the other dog-trainers. But Renni seemed strangely uneasy. So he delayed. A friend called to him, "Aren't you coming along?"

George felt Renni pull impatiently on his leash. A sort of foreboding awoke in George, a foretaste of something disagreeable, painful. "No," he said. "I'd rather walk. It won't take more than an hour."

He thought: "If we should find another one . . . now . . . when all the stretcher-bearers have gone . . . when there isn't an ambulance left . . ." He thought it over: "Can Renni possibly have let one get by him . . .? Strange. Worse than that—awful! The poor fellow would have to be in a dreadful state if even Renni could find no sign of life in him."

He went on thinking and thinking, as he walked along the edge of the battlefield. He followed Renni's lead. The dog was testing the air in evident excitement. "Surely," thought George, "he'll soon find him now . . . but what will he find? And the wretched man will have to wait another hour till I get back with the ambulance . . . only he'll die first."

His thoughts were broken off short by Renni's sharp pull at the leash. Fox dashed ahead like a streak. George saw the little terrier's body flash through the dark, while he busied himself to free the now excited Renni from the leash.

All of a sudden two short quick barks rang out, with a queer sharpness in them. And immediately after a cry of pain, a shriek that died in a gurgle. Renni darted forward to Fox's rescue, and George followed at a dead run.

As he ran he thought in half-conscious surprise: "That's no wounded man. . . That's something . . . something . . ."

HE had about a hundred steps to go. Renni's bellow or rage gave wings to his feet. What went on there that made Renni charge like a mad dog, rush in, give way, and then attack again? He flicked on the flashlight which hung around his neck. The ray fell on a wildly distorted face of a man. Two threatening eyes glared at him. The man reared up, deadly, menacing, right before him. A long, thin-bladed knife gleamed in his uplifted hand, poised to strike.

Swift as lightning, George snatched at his pistol, fired once, twice, right

Renni and Hector carry on a conversation.

at that wild and horrible face. The man doubled up, and as he fell, he wavered out of the little circle of light into the darkness.

Aghast, yet ready for danger, George bent over the fallen man. He was dead. That blood-smeared face seemed to cry to heaven. "Most hideous of crimes!" flashed through George's mind. "A monster who robs the dead, who steals from the wounded . . . watches, rings, money . . . who murders the dying . . . with that knife."

He picked the knife up. The blade was ground to a razor sharp edge. A few feet away, Renni broke into a long wailing howl of grief.

"Fox!" cried George, and reached the terrier in one leap. He lay with a gaping wound in his side. Dead. Quite dead. Over his body stood Renni, mouth wide open, howling.

Shocked, George knelt by the little dog's body. "Poor little Foxy!" Renni listened to his words with ears pricked up sharply. He understood and he echoed them with a soft moaning. Now George spoke to him. "What do you say? We can't leave our old friend lying on the field. Let's bury him right here." As if to agree, Renni reached out one forepaw and laid it on his arm.

The same knife that had killed Fox helped dig his grave. "And it might have killed you, Renni, and me, too," said George while he worked with it. As he laid Fox's stiffening body in the hole, Renni gave one last low moan.

"Come, Renni!"

THEY made for the field hospital where they were to spend the night. They walked slowly, sadly. Renni's head was down, his tail hung limp. When they reached their quarters, they could find no rest. Renni, who usually slept close against George, did not share his cot tonight, but stretched out beside it on the floor. He curled up there, whimpering softly.

In the morning George told his friend, Nickel, what had happened.

Nickel raged. "The beast! Beasts like that violate the honored dead who have given their lives for their country!" And he added, "Poor little Fox. Such a cute little fellow."

In the days that followed George took especially good care of Renni. He provided him with the best of food – though, indeed, Renni would scarcely touch it – stroked him, talked tenderly to him. The dog would wag his tail faintly, look at him with swift, sidelong glances, and drop his eyes to the ground.

"He's mourning for Fox," Nickel said gently.

George sighed. "Renni's tired of war . . . and I am too. . . ."

NEW MOVIES

SO ENDS OUR NIGHT (United Artists. Produced by David L. Loew and Albert Lewin. From the novel, *Flotsam*, by Erich Maria Remarque.)

"Flotsam," says the dictionary, "is the wreckage of a ship or a cargo floating on the sea." *So Ends Our Night* is a film built from the novel, *Flotsam* by Erich Maria Remarque, a great German writer who is now living in exile. It tells a story of wrecked lives – people who were ruined when Hitler came into power. It tells the story of men and women torn loose from their homes and forced to drift from one country to the next, without money, without jobs, and without passports.

Josef Steiner (Fredric March) was an officer in the German army before Hitler's day. Because he was anti-Nazi, Steiner was thrown into a concentration camp. He escaped with the help of friends. But he decided not to take the boat for America. He loved his wife, and his wife was still in Germany. She was sick and alone. He spent his days near the German border, in hopes of seeing her once more before she died.

In his wanderings, he met another refugee, Ludwig Kern (Glenn Ford). His mother and father had died during the invasion – the mother by illness, the father by suicide. Kern, alone and friendless, finds a friend in Steiner and a sweetheart in Ruth Holland (Margaret Sullavan). Ruth is in exile because she is a Jewess. She is driven from one job to another because no employers will keep her when they learn that she does not have a passport.

A Nazi secret agent tries to bribe Josef into betraying the names of his friends.

To be in Europe without a passport today is to face great trouble. A refugee without a passport might steal across the border. It is a difficult to do, but it has been done. Across the border, a refugee can hide for awhile. It is almost impossible to get a job.

In countries now ruled by Germany, Nazi policemen arrest refugees and send them to concentration camps. Even there, they cannot find lasting shelter. After two months in a concentration camp, they are sent across any border they choose. Then

Ruth loses her job as a hospital technician because she has no passport.

the whole wretched business of hiding and starving begins again.

Kern and Ruth lose each other many times. They experience cold and hunger and sickness. But in the end, they are rejoined and go together to America. Their story has a happy ending.

But for Josef Steiner, there is only tragedy. The German secret police know that friends helped him to escape. A Nazi agent (Erich von Stroheim) comes to Steiner in Vienna and tells him that he may return to his wife in Germany if he tells who helped him to escape.

Steiner refuses to tell until he learns that his wife is dying. Then he promises to trade his honor and the lives of his friends for the right to be with his wife during her last few days of life.

Steiner sees his wife, is with her

In their flight across the border Ludwig and Ruth find refuge in a shepherd's hut.

in her last hours, but does not betray his friends. At the last moment, handcuffed to the Nazi agent, Steiner leaps through a window on the top floor of the hospital and kills himself and his tormentor.

It is Steiner's money, given after his death to Ruth and Kern, which makes it possible for them to escape to America.

ALONG THE RIO GRANDE (RKO. Producer, Bert Gilroy. Director, Edward Killey.)

This is a story about how three cowboys break up a band of cattle thieves. The thieves steal the cattle, shoot old men, scare children, and ride across the border into Mexico. The cowboys smash the gang by joining it and working from the inside.

HIGH SIERRA (Warner Brothers-First National. Producer, Jack L. Warner. Director Raoul Walsh.)

A movie about a gangster who went out to the Sierras to "pull a big haul," and who ended as gangsters usually do, with a bullet through his chest. Humprey Bogart plays the lead part. This particular gangster is not glad he is in the business. The scenery of the Sierra Mountains, a girl, and a friendly little dog make him wish that he could settle down to a quiet, honest life. But he dies before he can collect the money for the jewelry he has stolen, and the girl and the dog are left to make their way alone.

GO WEST (M-G-M) Producer Jack Cummings. Director Edward Buzzell.)

Harpo, Groucho and Chico Marx are with us again, this time in a Wild West setting. There's the usual Marx Brothers brand of humor – plus Indians, barroom shootings and hair's breadth escapes on trains. The time is 1870. The jokes, say the Marx Brothers, are 1860.

IMPROVE YOUR READING

By Saul B. Sells, Ph. D.

Making An Index

II. Indexing

A salesman entered an office building to call on a customer, Mr. Charles M. Smith.

The salesman did not know on which floor Mr. Smith had his office. So, as soon as the salesman entered the building he looked for the directory.

Near the elevators, he saw the directory in a big glass frame on the wall. There were hundreds of names, but they were all arranged alphabetically. It took only a second for our salesman to find –

Smith, Charles M. 2412

The salesman entered the elevator, said, "24, please." The operator let him off at the 24th floor. There, the salesman immediately looked for a sign directing him, right or left, to room 2412. An arrow pointed to the even-numbered rooms down the corridor to the right. Another arrow pointed to the odd-numbered rooms to the left.

Now you can see how this salesman saved himself a lot of time. What if he had tried to find Mr. Smith's office by guesswork? He might still be looking – in a 54-story building!

An index in a book is a time-saver like a directory in an office building. When you go to look up information in an encyclopedia, text book, or any other reference book, turn first to the index.

To help you understand a book index, let's practise making an index with this issue of Junior Scholastic.

First Step. Make a list of key words or phrases–

a. Read through the whole issue carefully.

b. Go through the whole issue again. Underline words or groups of words which indicate the *important subjects* and *important names*.

c. Judge the importance of each name of a person, place or thing by the article in which it appears. If the name is important in the article, list it.

d. List the page where the discussion of each key word may be found. If a key word is discussed on more than one page, list all.

Second Step. Classify key words. (See Improve Your Reading in last week's issue)–

a. Arrange key words in alphabetical order.

b. Write, after each key word, every related key word. That is, indicate any other key words which refer to closely related subjects.

Third Step. Index the key words.

a. Now that the key words are classified, we call them *references*.

b. There are *direct references* and *indirect, or cross-references*.

c. *Direct references* refer to a page number. Examples:

Renni, the Rescuer ..... p. 10
Steel ..... p. 8
Movies, New
So Ends Our Night p. 14

d. *Indirect references* do not refer to a page number, but to a related key word in the Index. Use the *indirect reference* to show where the key word is mentioned, but that the article is not directly about it. Indirect references are usually made with the words *see* or *see also*. Example:

Bessemer See Steel
Bogart, Humphrey
See High Sierra
Defense, American
See Machine Tools
See also Steel

Sometimes a *direct reference* may also have a *see also reference* after it. Example:

So Ends the Night ..... p 14
See also Movies, New

How Well Can You Index?

Here is a list of key words, taken from several articles in this issue. Index them. Indicate *direct references* by writing in the page number. Indicate *see* and *see also* references by writing in these words and the key words referred to.

1. King George V
2. Go West
3. flotsam
4. Charles Evans Hughes
5. open hearth
6. pig iron
7. cobalt
8. Hector
9. Haile Selassi
10. milling machines
11. Bobbs-Merrill
12. steel

The answers are given in the Teachers Edition.

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KNOW THESE WORDS?

Check Your Vocabulary

★ *These words appear in this issue of Junior Scholastic. The accented syllable is capitalized.*

ingot (ING-gut), page 8, first column. A big oblong lump of steel; also the mold of the same shape into which molten steel is poured. From the Old English *ingoeten*, "pour into."

slag (SLAGG), page 9, first column. Waste matter left over after metal has been smelted from ore. From an old German word of the same meaning.

tensile (TENN-sil) **strength,** page 8, first column. A technical term meaning the amount of pressure a metal can withstand without breaking. Tensile comes from the Latin *tendere*, "stretch."

ordnance (ORD-nance), p. 9, picture caption. Artillery. An "ordnance proving ground" is the same as an "artillery testing field." Ordnance also means military supplies in general. It comes from the Latin *ordo*, "order."

simulate (SIMM-yoo-late), page 7, first column. To pretend to be something that you are not. From the Latin *similis*, "like, similar."

belligerent (buh-LIJJ-ur-ent), page 5, second column. When applied to nations, this word means "waging war"; when applied to persons, it means "quarrelsome." It comes from the Latin words *bellum*, "war," and *gerere*, "to carry on or wage."

Names and Places

Haile Selassie (HYE-lee suh-LASS-ee), page 3, third column. King of Ethiopia.

Eritrea (err-ih-TRAY-ah), page 3, second column. An Italian colony in northeastern Africa.

$60 IN PRIZES!

118 PRIZES

1st Prize	$25.00
2nd Prize	15.00
3rd Prize	10.00
4th Prize	15 Prizes of $1.00

100 Honorable Mentions— 1 lb. tins of Vacuum Packed Planters Peanuts

ENTER THE NEW PLANTERS WORD-BUILDING CONTEST!

Here's a simple, easy contest that offers you a cash prize – and a lot of fun along with it! All you have to do is to list as many six letter words as you can think of using the letters in the words *"Planters Peanuts Always Taste Good."* Just read the rules below – and start *your* list now!

Rules

1. Anyone under the age of 21 years may compete.

2. The object of the contest is to build a list of words, containing six letters, using the letters in "PLANTERS PEANUTS ALWAYS TASTE GOOD." No letter may be used more times than appears in the above sentence. If you submit any verbs, use only the first person present tense singular form. A word of several meanings may be submitted only once. Do not use abbreviations, contractions, proper names, plurals, reformed spelling, possessives, suffixes or prefixes. Do not use archaic or obsolete words, dialectic words or variants. Foreign words which appear in the English section of standard dictionaries are acceptable. Webster's new International Dictionary will be the authority.

3. Send empty Planters Peanut bag or wrapper bearing a picture of Mr. Peanut with your entry, or send a hand-drawn facsimile of the label on the wrapper showing Mr. Peanut. On top of first page write your name, age, home address, city and state. Number each word and arrange list alphabetically. Fasten the bag, wrapper or picture securely to your entry.

4. Mail entries to Planters Contest Editor, Room 2412, 220 East 42nd Street, New York, N. Y. to arrive by April 26th, 1941. No entries accepted after that date.

5. Prizes will be awarded to those submitting the largest number of correct words. Neatness will be taken into consideration.

Winners will be announced in Scholastic, and Junior Scholastic, May 19th, 1941, issue. In the event of a tie for any prize offered, a prize identical with that tied for will be awarded each tying contestant.

PLANTERS PEANUT CONTEST WINNERS

Winners of the 1st, 2nd, 3rd and 4th prizes in the Planters Peanut Contest which closed January 6, 1941.

FIRST PRIZE ($25): Jim Troester, 710 S. Ohio Avenue, Sidney, Ohio. SECOND PRIZE ($15): Charleen Korver, Orange City, Iowa. THIRD PRIZE ($10): Mary Bracken, 206 Judah Street, San Francisco, California.

Fourth Prizes (15 prizes of $1 each): Betty Ruth Scott, Sweet Briar College, Sweet Briar, Va.; Thos. P. Neill, 2745 Park Drive, Bellingham, Wash.; B. Philip Wright, R. R. No. 4, Newport, Wash.; Philip Kessler, 1379 St. Johns Pl., Brooklyn, N. Y.; Kenneth Day, 1611-13th Ave., Huntington, W. Va.; Janey Little, 613 Nebraska Ave., York, Neb.; Charlotte Jean Kent, 1819 West Archer St., Tulsa, Okla.; James Dunsmore, 106 Green St., Battle Creek, Mich.; Patty Colip, 516 West 11th St., Pueblo, Colo.; Lewis Scharf, Jr., 48 West Cedar St., Denver, Colo.; Marilyn Dean, 1246 Dayton Ave., St. Paul, Minn.; Doris Schlichenmaier, 818 E. Gift St., Peoria, Ill.; Gloria Johnson, 1227 Elati, Denver, Colo.; Jacqueline San, Ossian, Iowa; Jack Klinghammer, 423 North Third St., St. Charles Mo.

The 100 honorable mention prize winners will be notified direct.

JSA CLUB

Give A Cheer!

By ELEANOR KANGAS

Chisholm, Minn., Jr. H. S.
Age 14. Grade 9A

The snowflakes
fall with speed and grace
To form a pattern
of lovely lace,
A thick, fluffy sheet
or a blanket white
To make the world
a lovely sight.
Millions of flakes
form hearts of snow
Each encased in
a charming glow
Laugh and shout
and please come out!
February is here,
give the snowflakes a cheer!

Hailstone

By GRACE GLENN

Junior High School, Fresno, Calif.
Age 11. Grade 7.

The hailstone was once a drop of rain,
But a current of air pushed it up again.
The quicker it rose the colder it grew,
And as it whirled along it added weight anew;
So cold and heavy that it had to fall down—
Little, white, glistening hailstone.

The Abandoned Lighthouse

By MEADE CAMP

Atlantic City Jr. H. S., Atlantic City, N. J.
Age 12 Grade 8

Here I stand alone in ruins.
Work is done for me.
No more shall my piercing eye
Guide the ships at sea.
Before, I stood and braved the storms
That raged by wild and free,
But now with dark and sombre eye
I watch the ships at sea.
They go their way without a glance.
No more they say to me,
"Good work! Stretch forth your lighted beam.
Protect the ships at sea."

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Crossword Puzzle with Steel Ribs

ACROSS

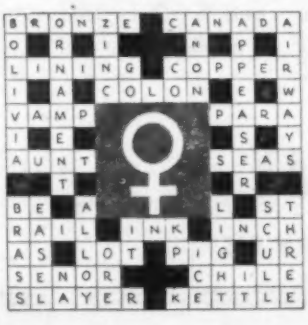
1. Mold for steel.
4. They aid man's work.
7. River (Spanish).
8. Somewhat dark in color.
9. Color of molten steel.
10. Bronze (Latin).
12. Consume food.
14. Short for "sister."
16. Series of games in tennis.
18. To rub out.
20. Beat strongly.
21. Past, gone by.
22. Passenger ship.
23. Conduit for water.

DOWN

1. Columbus looked for it but never found it.
2. Vapors.
3. To attempt.
4. To pull along.
5. Rust, sometimes called iron _ _ _ _ _
6. To refine ore.
11. First name of the inventor of the cotton gin.
13. Period of time.
14. An alloy of carbon and iron.
15. Largest peninsula of Europe.
16. A fragment of something.
17. Hollow cylinders in a boiler.
19. Organ of hearing.
20. Highest point.

L. A. M.

Solution: January 27th issue



Who Is He?

What former high official of the United States Steel Corporation is now a member of the Defense Commission? His photograph appears in the crossword puzzle above.

Answer next week.

Rhyming Words

Each of the phrases below can be defined by a three or four letter word. All these words rhyme. Fill in the spaces to the right of the phrases with the correct word. When you finish, the initial letters of these words—reading down, will spell out a seven-letter word meaning "a relative of yours."

A wind storm	_ _ _ _
A bar of wood, resting on supports, as in a fence	_ _ _ _
A beverage	_ _ _
Each finger has one	_ _ _ _
A small valley	_ _ _ _
Matter conveyed by post	_ _ _ _
To be ill	_ _ _

Answer next issue.

Some Fun

Joke of the Week

To Jeannie Devers, 12, Grade 7, Millville School, Versailles, Ky., goes a JSA button for this joke.

Lady: "My goodness, little girl, where did you get all those freckles?"

Little Girl: "Oh, I got em everywhere!"

Man or Mouse

Diz: "Do you suppose it's bad luck to have a cat follow you?"

Whiz: "That all depends on whether you're a man or a mouse!"

"The Eagle Pass" (Texas) Hi-Light

Yoo-Hoo

Voice (on stage): "Romeo, Romeo, wherefore art thou, Romeo?"

Voice (from afar): "I'm in the balcony—it's cheaper."

Manhattan (Kansas) "Mentor"

Speech Dep't.

Grandmother: "There are two words I wish you wouldn't use. They are 'rotten' and 'lousy'."

Susie Q.: "All right, Gran. What are the words?"

"The CurryChatter," Hurricane (W. Va.) H. S.

Peach Dep't.

Wit: I call my girl "Peach."

Nit: Why? So sweet?

Wit: No. She has a heart of stone.

"Central High Register," Omaha, Neb.

American Legion Magazine

"Boo!"

Down on the Farm

Visitor: "So you run a duck farm. Business picking up?"

Farmer: "No, picking down."

LAST WEEK'S ANSWERS

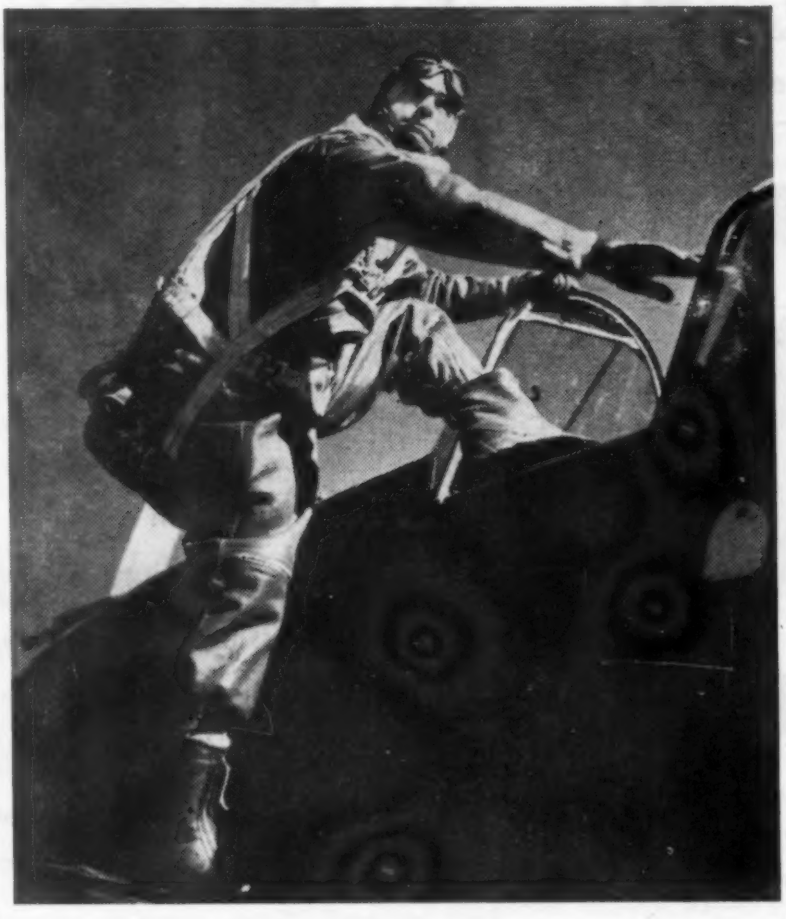
Word Operation. Plank, lank, plan.

A, E, I, O, U. Abstemious, abstentious. (Sometimes Y. Facetiously, abstemiously.)

Know Your Presidents. 1. Grover Cleveland. 2. John Adams and Thomas Jefferson. 3. James Buchanan. 4. Theodore Roosevelt. 5. William Henry Harrison. 6. Two. 7. W. H Harrison, Taylor, Lincoln, Garfield, McKinley, Harding. 8. Andrew Johnson. 9. Nine. 10. Virginia. 11 George Washington. 12. Five. 13. John Adams. 14. Two. 15. Franklin Delano Roosevelt.

Costume Ball. 1. Sailor. 2. Russian. 3. Witch. 4. Aviator. 5. Tramp. 6. Farmer. 7. Ghost.

◆ ◆ ◆ ◆ ARE YOU PREPARED?



READY TO TAKE OFF FOR THE SECOND SEMESTER?

We want to go along with you. We're JUNIOR SCHOLASTIC. We can help you make a safe and successful landing next June. And here's what we have to offer, to make the journey exciting and worth every minute of the time you spend with us—

OUR THEME ARTICLES

This issue	STEEL
Feb. 10-15th	ALUMINUM
Feb. 17-22	TUNGSTEN
Feb. 24-Mar. 1	OTHER STRATEGIC METALS
March 3-8	COTTON IN THE AMERICAS
March 10-15	WOOL IN THE AMERICAS
March 17-22	SHIPS I. (Our stronger Navy)
March 24-29	SHIPS II. (Our new merchant marine)
Mar. 31-Apr. 5	PLANES I. (Birds of war)
	Skip One Issue (Easter Holiday)
April 14-19	PLANES II. (Airways of the Americas)
April 21-26	RAILROADS AT WORK (Railroads of the Americas)
April 28-May 3	PAN AMERICAN HIGHWAY
May 5-10	ALL AMERICAN DEFENSE PLAN
May 12-17	(To be announced later)
May 19-24	(To be announced later)

JUNIOR SCHOLASTIC brings you large maps, news photographs, and a News Quiz.

And BIB and TUCK, too! They'll be with us every other issue. We had them last week and we'll have them next week.

Here's more good company! The best short stories by top-ranking authors. Be sure to read *Renni, the Rescuer*, by Felix Salten, in this issue.

Next week: *My Friend, Flicka*, by Mary O'Hara. This is a stirring story of a ranch boy and the wild horse who became his friend.

Take these along, too: Crossword Puzzle and other word games every week. Jokes and JSA Club. Send us your favorite joke, and if we publish it, we will award you a JSA button.

MAY WE GO WITH YOU?

SAY "YES" THEN ASK YOUR TEACHER TO NOTIFY US